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ABSTRACT

This annotated bibliography lists resource materials related to the use of adventure programming with special populations. Materials were written between 1980 and 1992 and include journal articles, books, and documents cited in Educational Resources Information Center (ERIC). Dissertation Abstracts International, and Psychlit. The 108 entries include author, date of publication, title, publisher, population, article type, and abstract. When appropriate, the ERIC document reproduction number is included. Materials are primarily theoretical or empirical and cover therapeutic adventure programming and related research concerning substance abuse, delinquent youth, incest victims, emotionally disturbed youth, mentally ill adults, persons with disabilities, college students, high school students, hospitalized youth and adults, and disadvantaged youth. (LP)

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ED 399 110

Annotated Bibliography of Adventure Therapy and Related Programs: 1980-1992

(Arranged by Author)

Version 1.1

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Introduction

This document is an attempt to collect and annotate all the available referenced material related to the use of adventure programming with special populations. The impetus for this project grew out of goal setting by the Experiential Practitioners in Therapeutic Settings (Adventure Alternatives) Professional Group of the Association for Experiential Education at the 1991 International Conference held in October of 1991 at Lake Junaluska, North Carolina (USA). Many of the annotations are from direct downloads of material in the public domain as provided by ERIC. Other materials were abstracted from *Dissertation Abstract s International* , *Psychlit* and actual articles.

The authors believe this material will help experienced and novice researchers to understand the breadth and depth of the therapeutic adventure programming field as well as help reduce the practice of reinventing the wheel. An editorial decision was made to limit the search to the last 12 years, understanding that many valuable sources were written prior to 1980. In addition, without the *Therapeutic Recreational Journal* (TRJ) being abstracted in either ERIC or *PsyLit*, inclusion of many worthwhile articles was difficult. Hopefully later additions will be more complete by abstracting from TRJ and by including earlier material as has been done here. Additionally plans are underway in the next version of this material to categorize it by population served in order to make it more useful.

No project like this is done alone. April Babb provided numerous hours reading and abstracting the articles. Editorial help on version 1.0 of this manuscript was also provided by and very much appreciated from Jim Beer, Mike Gass, Jackie Gerstein & Christian Itin. It is people like these dedicated members of AEE, as well as the number of people who have called and asked me "Do you know of any research that ....", to whom this project is dedicated.

H. L. (Lee) Gillis, Ph.D.
Milledgeville, Georgia
September, 1992

Bacon, S. B. (1983). The conscious use of metaphor in Outward Bound. Greenwich, CT: Outward Bound USA. ERIC Document Reproduction Service No. ED296848

Population: General
Article Type: Theoretical
Abstract: Learning is a metaphoric function in which the individual confirms or reorders his sense of reality by relating previous experiences with present ones. Outward Bound, an experiential learning approach, incorporates this insight in its theoretical foundations. The effectiveness of the metaphor is dependent on the extent to which the experience is isomorphic of, that is, similar in structure to, the normal life situation of the student. The validity of an attitude to human existence can be judged by the accuracy with which it reflects the characteristics of the natural world as encountered in wilderness experiences. Various chapters of this book, which is intended as an instructor's manual for Outward Bound staff, discuss the techniques involved in (1) assessing what experiences will be isomorphic with the needs of students; (2) reframing the experience so that its value will be more accessible; (3) understanding the archetypal value of the wilderness setting of Outward Bound (archetypes specifically discussed include growth, space, justice, fate, The Mother, Community, The Leader, The Hermit, and The Hero); and (4) circumventing metaphor failures. Two appendices provide outlines of the Outward Bound process and objectives. (SKW)

Bacon, S. B. (1987). The evolution of the Outward Bound process. Greenwich, CT: Outward Bound USA. (ERIC Document Reproduction Service No. ED295780)

Population: General
Article Type: Theoretical
Abstract: The evolution of the Outward Bound curriculum in the United States with emphasis on how it has changed to ensure greater transfer of course learning from the Outward Bound wilderness experience to experiences in daily life is examined. A typology of curriculum models is developed consisting of (1) a first generation "Mountains Speak for Themselves" model which focuses on experience alone and which has dominated Outward Bound programming from the 1960s to early 1970s; (2) a second generation "Outward Bound Plus" model, which emphasizes discussion, group process, and imported techniques in use currently; and (3) a third generation "Metaphoric" model, which stresses experiential metaphors and provides a direction for future curriculum evolution. An analysis of the three models contrasts their various strengths and weaknesses. Discussion, however, focuses on the four main parts of the "Metaphoric" model applied to alcoholics as an example. This analysis suggests that the three models do not form a discrete typology, but are different, progressively more sophisticated forms of the same process. Twenty one bibliographic references are provided. (CS)

Bacon, S. B. (1988). The Effects of Racially Homogeneous and Heterogeneous Outward Bound Groups on the Self-Report Survey Scores and Drop Out Rates of Minority Students. Greenwich, CT: Outward Bound USA.

Population: Minority students
Type of Article: Empirical
Type of Course: Outward Bound
Length of Course: 14 to 20 three-day programs
Purpose of Study: To assess the effects of an Outward Bound course on minorities in racially homogeneous and mixed groups.
Dependent Measures: Self-Report Survey (SRS)
Statistical Methods: multivariate repeated measures analysis
Results: Found that minority students in the racially homogeneous groups did not become motivational dropouts, while 15% of the heterogeneous group were emotional dropouts.

Bacon, S. (1988). Paradox and double binds in adventure-based education. Greenwich, CT: Outward Bound USA.

Population: Students with a history of success avoidance
Article Type: Theoretical
Summary: The author defends theoretically the use of paradox and therapeutic double binds in adventure-based education. The paradoxical approach contradicts the deterministic view of the medical model. Skill building techniques in the use of paradox and double binds are discussed.

Bacon, S. & Kimball, R. (1989). The wilderness-challenge model. In R.D. Lyman, S. Prentice-Dunn, & S. Gabel (Eds.) Residential and Inpatient Treatment of Children and Adolescents (pp. 115-144), NY: Plenum Press

Article Type: Theoretical
Summary: The authors provide a history and rationale for the wilderness challenge model. They summarize representative research in the field and offer suggestions for future studies.

Banaka, W. H. & Young, D. W. (1985). Community coping skills enhanced by an adventure camp for adult chronic psychiatric patients. Hospital and Community Psychiatry; 36(7) 746-748

Population: Chronically mentally ill (adult)
Article Type: Empirical
Type of Course: Wilderness Camp
Length of Course: 2 weeks
Purpose of Study: To assess the program's effectiveness at teaching community related survival skills of chronically mentally ill patients.
Dependent Measures: not indicated
Statistical Methods: not specified
Results: Significantly more participants than controls were living in the community at the 6 months follow-up

Bandoroff, S. (1990). Wilderness-adventure Therapy for Delinquent and Pre-Delinquent Youth: A Review of the Literature. Unpublished manuscript Columbia, SC: University of South Carolina

Population: Delinquent and Pre-delinquent youth
Article Type: Review of Literature
Summary: The author examines the literature in the field of wilderness adventure therapy for delinquent and pre-delinquent youth. He discusses the theoretical base of wilderness-adventure therapy and provides a conceptual framework for interpreting the literature. The review includes 25 empirical studies presented by research design employed.

Bandoroff, S. (1992). Wilderness Family Therapy: An Innovative Treatment Approach for Problem Youth Doctoral dissertation: The University of South Carolina, 1992).

Population: 27 families in treatment, 39 in control
Article Type: Dissertation
Type of Course: Wilderness Survival Course and Family Therapy Weekend
Length of Course: 4-day wilderness family therapy experience following their child's participation in a 21-day survival course
Purpose of Study: To develop a new intervention for the treatment of problem youth by expanding the wilderness therapy model to include the family system
Dependent Measures: Family Assessment Measure III, Self reported delinquency checklist, Revised Behavior Problems Checklist, Self Description Questionnaire III, Student Descriptive Questionnaire, Parent Descriptive Questionnaire, Participation Survey, Family Wheel Evaluation
Statistical Methods: Repeated measures ANOVA
Results: Inconclusive; while quantative analysis supported efficacy of wilderness therapy, main hypotheses about Family Wheel Program were not supported despite promising tendencies.

Berman, D. S. & Anton, M. T. (1988). A wilderness therapy program as an alternative to adolescent psychiatric hospitalization. Residential Treatment for Children and Youth 5(3) 41-53.

Population: Acute adolescent psychiatric patients
Article Type: Empirical
Type of Course: Wilderness Therapy
Length of Course: 2 Backpacking trips
Purpose: To assess the program's effectiveness
Dependent Measures: not specified
Statistical Methods: not specified
Results: Found that the program appears to be effective and is a promising alternative to traditional therapy.

Berman, D. S. & Davis-Berman, J. L. (1989). Wilderness therapy: A therapeutic adventure for adolescents. Journal of Independent Social Work. 3(3), 65-77.

Population: Adolescents in private practice therapy
Article Type: Theoretical
Summary: Discusses therapeutic adventure program development as a component to private practice in terms of program design, staffing, patient selection, program sites, evaluation, funding, and marketing. Compares the Wilderness Therapy Program to traditional private practice.

Bertolami, C. (1981). Effects of a Wilderness Program on Self-Esteem and Locus of Control Orientations of Young Adults. Summary of Thesis. (ERIC Document Reproduction Service No. ED266928)

Population: Young adults
Type of Article: Empirical
Type of Course: Outward Bound (wilderness course)
Length of Course: 26 days
Purpose of study: To determine whether the program leads to self-discovery.
Dependent Measures: not specified
Statistical Methods: not specified
Results: Found that both males' and females' self-esteem increased, as did self-assertion.

Boudette, R. D. (1989). The therapeutic effects of Outward Bound with juvenile offenders Dissertation Abstracts International, 50/11B, 5306. (University Microfilms No. AAD8926357132)

Population: Juvenile offenders
Article Type: Dissertation
Type of Course: Ropes course and Wilderness Therapy
Length of Course: 1 day ropes course and 24 day Outward Bound Program
Purpose of Study: To test how motivation plays a part in a participant's
experience of an Outward Bound course, and to see whether the course affects the participant's self-esteem, self-awareness, and sense of belonging.
Dependent Measures: Jesness Inventory, Global Self-Esteem Inventory, Student Attitude Questionnaire, Instructor Rating Scale, and an Achievement Motivation Scale.
Statistical Methods: two-way repeated measures analysis of variance, trend analysis, and a chi-square test
Results: Both groups improved on most of the Jesness subscales, however, the experimental group's changes were more pronounced. The two groups differed significantly only in self-esteem. No significant differences were found between the low and high motivated participants.

Bowne, D. (1986). How to use equipment therapeutically. Journal of Experiential Education. 9(3) 16-19.

Population: Troubled youth
Type of Article: Descriptive
Summary: Discusses equipment used, especially the economic practices surrounding its use, of the New York Higher Horizons adventure program.

Burdsal, C., Force, R. C. (1983). An examination of counselor ratings of behavior problem youth in an early stage, community based intervention program. Journal of Clinical Psychology. 39(3) 353-360.

Population: Youth with behavioral problems
Type of Article: Empirical
Type of Course: Therapeutic camping trips
Length of Course: not specified
Purpose of Study: not specified
Dependent Measures: not specified
Statistical Methods: not specified
Results: Found gender differences in unstructured dependence. Counselor ratings were reliable. Boys were more likely to be perceived by the counselors to change than girls.

Burton, L. M. (1981). Critical analysis and review of the research on Outward Bound and related programs. (Dissertation Abstracts International, 42(04), 1581-B.

Article Type: Dissertation/Empirical
Results: In general, Outward Bound-type programs have a positive effect upon self-perceptions (e.g., self-concept and locus of control) but not upon actual behavior (e.g., school functioning, absenteeism, grade-point-average, observed behavior) with the notable exception of recidivism, which is markedly reduced.
Abstract: Review of the findings of seventy-three studies of Outward Bound-type programs. For each study, the following information is provided: author, citation, research question, type of course, research subjects, research instruments, statistical analysis, outcome variables, findings, and general comments. Studies are categorized by the author as methodologically adequate or inadequate. The author makes recommendations for future research.

Busby, D. R. (1984). A combination that worked for us. Federal Probation. 48(1) 53-57.

Population: drug aftercare clients
Article Type: theoretical
Summary: Author describes a program designed for drug aftercare clients, which is an Adventure Based Learning Experience. Program features and non-statistical evidence of its effectiveness are discussed.

Callahan, R. C. (1989) Academic and therapeutic potential of the Sierra II process: An evaluation of an adapted Outward Bound diversion program for adjudicated juvenile delinquents Dissertation Abstracts International, 51/03A, 724. (University Microfilms No. AAD9007084).

Population: Adjudicated juvenile delinquents
Article Type: Dissertation/Empirical
Type of Course: Sierra II (wilderness course)
Length of Course: not indicated
Purpose of Study: To evaluate the adapted program and determine whether it achieves its goals of positive changes in: self- esteem, self-efficacy, locus-of-control, problem solving skills, school behavior, and academic achievement.

Dependent Measures: Tennessee Self Concept Scale, modified Internal/External Scale, Means-Ends Problem-Solving Procedure
Statistical Methods: ANOVA with repeated measures, matched t- tests
Results: The researchers aimed to evaluate the effectiveness of Sierra II, an adapted Outward Bound program, on adjudicated juvenile delinquents. Pre and post-test measures indicated that there was a significant improvement in the measures of self-esteem and locus of control. Of the several variables correlated with school behavior (negative comment, grade-point-average, absences/truancy, and discipline comments), negative comments was the only variable to show significant improvement. There were improvements in grade-point-average and school behavior, but they were not statistically significant. The researcher concluded that Sierra II did have the theorized effect on participants, and recommends further research which would discriminate between the components of the program that affect behavior and achievement and those related to participant maturation.

Carr, S. J. (1991) A parent's guide: how to choose a wilderness adventure therapy program. Adolescent Counselor. 4(2), 45-48.

Population: Substance abusing adolescents
Article Type: Theoretical
Abstract: To make informed decisions about wilderness adventure therapy programs, parents should carefully examine three areas: 1) the treatment, 2) the types of activities, and 3) safety. When considering the type of treatment, parents should gather information about 1) the treatment goals, 2) the type of adventure program (wilderness or residential based), 3) qualifications of staff, 4) how the adventure activities are integrated with treatment, and 5) program evaluation.

Chase, N. K. (1981). Outward Bound as an adjunct to therapy. (ERIC Document Reproduction Service No. ED241204).

Population: General
Article Type: Theoretical
Abstract: The Colorado Outward Bound School (COBS) provides successful adjunct programs for special populations undergoing therapy at the Adventure Home (Boulder, CO), the Juvenile Justice Program and the St. Luke's Hospital Alcoholism Recovery Unit (Denver, CO), and the Dartmouth Hitchcock Medical Center Department of Psychiatry (Hanover, NH). The goals of the COBS therapeutic approach include increasing self esteem, cooperation, compassion, and interdependence; resolving issues of locus of control; increasing a sense of responsibility for self and others; and learning the inherent value of risk taking. The COBS programs include three integral elements: a natural physical environment, a small social environment, and the challenges of coping with both the physical and social environments. The natural setting evokes and reinforces coping rather than defensive behaviors. The environment becomes the therapist because consequences are direct, immediate, and impartial. In small living and learning groups of 912, clients learn to communicate, cooperate, depend on, and trust each other in structured group discussions and in facing the common challenges of the outdoors. The challenges include natural living skills as well as frightening, risk filled activities such as rock climbing, peak ascents, and rappelling. Successfully met challenges lead to self confidence and a creative use of fear. (SB)

Chenery, M. F. (1981). Effects of summer camp on child development and contributions of counselors to those effects. Journal of Leisure Research. 13(3) 195-207.

Population: 8-11 year old girls
Type of Article: Empirical
Summary: The study ascertained the camp's effects on the girls self-concept and social competence behavior. Found that the girls' perception of the counselor as controlling and accepting was correlated with significant changes in the girls' self- concept.

Clagett, A. F. (1989). Effective therapeutic wilderness camp programs for rehabilitating emotionally disturbed, problem teenagers and delinquents. Journal of Offender Counseling, Services and Rehabilitation. 14(1) 79-96.

Population: Emotionally disturbed but not retarded 12-17 year olds
Article Type: Theoretical
Summary: The author provides information concerning the development, structure, and functions of a wilderness camp for problem youth. Candidates for the camp are juvenile offenders with offenses ranging from truancy to murder, are financially able to pay, and are at least of average intelligence. Follow-up studies of participants in the camp indicate that most did not recidivate six months after their release from the camp. Presents some of the major factors which facilitate rehabilitation, and discusses therapeutic programs and the social organizational structure of the camp.

Cosgriff, M.et.al. (1989). Exploring Diversity in Landscapes and Learningscapes in Aotearoa. (ERIC Document Reproduction Service No. ED320730).

Article Type: Theoretical
Abstract: This paper describes outdoor learning programs in New Zealand. Among those serving the nation as a whole are the: (1) Cobham Outward Bound School; (2) Outdoor Pursuits Centre, which provides outdoor technical skills training for schools and professional outdoor courses for leaders and teachers; and (3) Spirit of Adventure Trust, which teaches sailing and navigation skills on two tall ships to students from all New Zealand high schools. Two regionally based programs with markedly different clients and foci are the: (1) Northern Wilderness Experience, which has succeeded in balancing outdoor challenge with counseling and family therapy to rehabilitate troubled youth of Maori and Pacific Island descent; and (2) Tihoi Venture School, which provides a demanding 6 month experience for 14 to 15 year old boys from an expensive private school. Most schools offer Education Outside the Classroom (EOTC) opportunities. Elementary school EOTC activities are usually cross curriculum or integrated activities on the school grounds or at nearby outdoor facilities. Secondary school activities tend to focus on technical outdoor skills, often at school owned camps or independent outdoor centers. Most New Zealand outdoor educators are white males with highly developed technical skills; few have graduate education qualifications. Introductory training programs are widely available, but opportunities for advanced professional development are limited. The New Zealand Outdoor Instructors Association aims to develop a comprehensive certification scheme for outdoor instructors. The national Ministry of Education oversees safety standards for EOTC programs.(SV)

Davis-Berman, J. & Berman, D. S. (1989). The wilderness therapy program: An empirical study of its effects with adolescents in an outpatient setting. Journal of Contemporary Psychotherapy, 19(4) 271-281.

Population: Adolescent psychiatric outpatients
Article Type: Empirical
Type of Course: Wilderness Therapy
Length of Course: Four camping trips
Purpose of Study: To evaluate the program's effectiveness.
Dependent Measures: Rotter's Internal External Locus of Control Scale,
the Brief Symptom Inventory, Piers Harris Children's Self Concept Scale, and the M. Sherer et al (1982) measure of self-efficacy
Statistical Methods: not specified
Results: This article discusses the evaluation of a wilderness therapy program for adolescents in outpatient counseling. Based on their scores on the dependent measures listed above, the author concluded that the participants' self-esteem and self-efficacy increased, while their self-reported symptoms decreased after completion of the program.

Dillenschneider, C. A. (1983). Wilderness adventure programming for the mentally retarded: A rationale and therapeutic basis for program development. (ERIC Document Reproduction Service No. ED238216)

Population: Mentally handicapped
Article Type: Theoretical
Abstract: The paper explores basic concepts of mental retardation and proposes wilderness adventure programming as an approach that offers mentally retarded persons the dignity of taking a reasonable risk. Benefits of such programming are cited for affective, cognitive, and psychomotor domains. Processes involved in the therapeutic bases for program development are traced from needs assessment, component analysis (covering physical, social, task, perceived risk, and leadership components), and evaluation. An example is provided of designing a therapeutic program to increase risk taking behavior and self esteem. The distinction between a therapeutic and a recreational model for wilderness adventure programming is stressed. Among appended materials is a list of common program activities and the corresponding needs addressed. (CL)

Drebbing, C.E. et. al. (1987). Anxiety and the Outward Bound Process. (ERIC Document Reproduction Service No. EJ376763).

Population: College students
Type of Article: Empirical
Abstract: Hypothesized ways in which level of participants' anxiety affected their experience during outdoor adventure course. Studies anxiety levels of 27 male and 13 female incoming Wheaton College freshmen participating in 3-week High Road Program involving solar experiences, rock climbing, and rappelling. (NEC)

Duhaime, D. E. (1982). The effects of an outdoor affective education program on the self-concept, social adjustment, classroom behavior and affective behavior of learning disabled children. Dissertation Abstracts International, 43/03A, 728. (University Microfilms No. AAD8217111)

Population: Learning disabled children
Article Type: Dissertation/Empirical
Type of Course: Outward Bound/outdoor education
Length of Course: 7 weeks
Purpose of Study: Its purpose was to determine whether the program affects learning disabled students' self-esteem, social adjustment, classroom behavior, and affective behavior
Dependent Measures: not specified
Statistical Methods: analyses of covariance
Results: posttest differences were not statistically significant

Ewert, A. (1988). Decision making in the outdoor pursuits setting. Santa Monica, California: Pacific Crest Outward Bound. Journal of Environmental Education. 20(1) 3-7.

Population: General
Type of Article: Theoretical
Summary: Discusses decision making skills, and methods and techniques to use when making decisions.

Ewert, A. (1988). The identification and modification of situational fears associated with outdoor recreation. Riverside, California: US Forest Service, Pacific Southwest Forest & Range Experiment Station. Journal of Leisure Research. 20(2) 106-117.

Population: Young adults
Type of Article: Empirical
Type of Course: Outward Bound
Length of Course: not specified
Purpose of Study: To identify the types of situational fears held by the group of male and female participants.
Dependent Measures: not specified
Statistical Methods: multivariate analysis of variance (MANOVA)
Results: Age and gender both played roles in the levels of fear experienced by each participant.

Ewert, A. (1988). Reduction of trait anxiety through participation in Outward Bound. Columbus, Ohio: Ohio State U. Leisure Sciences. 10(2) 107-117.

Population: General
Type of Article: Empirical
Type of Course: Outward Bound (outdoor education)
Length of Course: not specified
Purpose of Study: To study the programs effects on participants' levels of trait anxiety.
Dependent Measures: State-Trait Anxiety Inventory
Statistical Methods: not specified
Results: Found that older participants on the longer courses experienced the greatest decreases in trait anxiety.

Ewert, A. (1989). Managing fear in the outdoor experiential setting. Journal of Experiential Education. 12(1) 19-25.

Population: General
Type of Article: Descriptive
Summary: Discusses components of fear, 23 common fears in the outdoors, techniques for fear reduction.

Ewert, A. (1986). The Therapeutic Modification of Fear through Outdoor Recreation Activities. Bradford Papers Annual. Vol. 1, 1-10.

Population: General
Type of Article: Descriptive
Summary: The author surveys recent research and develops a theory for reducing and dealing with fear in outdoor adventure recreation.

Flor, R. F., Ed. (1990). Integrating Experiential Education. Proceedings Manual of the Annual Conference of the Association for Experiential Education. Boulder, CO: Association for Experiential Education. (ERIC Document Reproduction Service No. ED327355)

Abstract: The mission of this conference was to explore and promote the integration of experiential learning with diverse communities and settings. The sixty presentations, workshops, and preconference events included in this proceedings manual are organized under the following topics: (1) foundations; (2) urban, school, and corporate environments; (3) social and cultural diversity; (4) Native American foundations; (5) programming for people with disabilities; (6) therapeutic and treatment settings; (7) service learning; (8) spirituality and reflection; (9) music and dance; (10) environmental issues; (11) management and administration; (12) careers in outdoor education; (13) safety and rescue; (14) research and writing; (15) media and technology; and (16) world issues and peace. Each of the entries for conference events typically includes: (1) an introductory section that provides philosophic or background information about the activity; (2) a description of the content and presentation, workshop, or event; and (3) some concluding remarks on the topic. The

names and addresses of the presenters or their affiliated institutions are included with most of the articles.(ALL)

Foster, H. L., Ed. (1989). A variety of programs meeting the needs of emotionally disturbed students in New York state. Special conference edition. Perceptions. 24(2).

Abstract: This article is a compilation of articles written by different authors on the subject. The various programs written about are for emotionally disturbed children in New York, a camping program in the Hudson highlands, an adaptive Outward Bound program sponsored by Girl Scouts, a day school program for children with behavioral problems, a program for adults who wish to improve their self-concept, a school program for rehabilitation and remediation, and a cooperative program which merges mental health services with educational services. Also contains an article which comments on the development of a program with a Board of Cooperative Educational Services.

Freed, D. F. (1991). Participation in an adventure-challenge program and behavior change in emotionally impaired students. Dissertation Abstracts International, 52/02A 428. (University Microfilms No. AAD9120661)

Population: Emotionally impaired students
Article Type: Dissertation/Empirical
Type of Course: Adventure-challenge program
Length of Course: 1 day of initiatives, 1 day of ropes course, and 2 & 3 day Fall, Winter, and Spring camping trips
Purpose of Study: To examine how or if an adventure program influences the behavior of emotionally impaired students.
Dependent Measures: Behavioral Evaluation Scale and open-ended interviews with staff and students
Statistical Methods: not specified
Results: Participants revealed in interviews and questionnaires that they had benefited in development of outdoor skills, prosocial skills, environmental awareness, and personal growth.

Freeman, R. W., Anderson, C., Kairey, I., Hunt, P. F. (1982). Evaluation of Camp Tortuga, a two week children's therapeutic day camp via Goal Attainment Scaling and locus of control. Children and Youth Services Review; 4(4) 375-388.

Population: 8-12 yr olds with adjustment or behavioral problems
Article Type: Empirical
Type of Course: Therapeutic day camp
Length of Course: 2 weeks
Purpose: To evaluate the effect that the program had on the behavior of the participants following the program.
Dependent Measures: goal attainment scales (GAS)
Statistical Methods: not specified
Results: Found perceived positive behavioral changes. Children with internal locus of control were perceived as having greater behavioral change than externals.

Gass, M. A. (1983). Learning by Sharing in the Outdoors. (ERIC Document Reproduction Service No. ED242472).

Population: General
Type of Article: Descriptive
Abstract: A collection of information from the "Learning by Sharing in the Outdoors" workshop provides brief summaries of each workshop session along with lists of human, community, and bibliographical resources available to outdoor education practitioners, the workshop itinerary, and promotional brochures. The 18 workshop topics included: expedition planning; marine ecology; comparison of Outward Bound, National Outdoor Leadership School, and Wilderness Education Association programs; environmental ecology; exploring history through the outdoors; ropes courses; and bringing adventure into the physical education classroom. Other topics were: adventure and family therapy; creative writing and art; outdoor education and alternative schools; square rig international/tall ship sailing; construction of climbing ladders; outdoor equipment making and updating; outdoor adventure trip techniques; women and the outdoors; acclimatization activities; legal liability and the outdoors; and birdwatching as a teaching tool. (NEC)

Gass, M. A. (1983). The Value of Wilderness Orientation Programs at Colleges and Universities in the United States. (ERIC Document Reproduction Service No. ED242471).

Population: College students
Type of Article: Descriptive
Abstract: A 1983 mail survey identified 34 universities and colleges utilizing the wilderness environment as a means to indoctrinate students into a school setting and resulted Institution: (1) the creation of a networking system of these institutions; (2) the identification of the University of Missouri at Columbia, Cornell University, Towson State University, Earlham College, and the University of New Hampshire as resource bases for dissemination of further information; and (3) a description of the 5-day Fireside Summer Experience Program of the

University of New Hampshire, including program rationale, content, and evaluation techniques. The New Hampshire program attempts to provide challenging experiences that enable students to set goals, make decisions, work with others, interact with faculty, explore career choices, cope under stress, increase self-concept, assume responsibility for personal behavior, and begin positive relationships with the University and peers. Activities designed to help students reach program objectives include rock climbing, orienteering, marathons, backpacking, service projects, hikes, night discussions, and solo and group expeditions. This program measures its effects on attrition/retention, student development, self-esteem/concept, grade point averages, attitudes toward the University, and delinquent behavior at the University. An appendix lists the participating schools, their addresses, and program directors. (NEC).

Gass, M. A., et. al. (1985). Exploring Horizons: The Implications of Experiential Learning Sourcebook. Workshop Information from the Northeast Association for Experiential Education Conference (6th, Durham, New Hampshire, March 30, 1985). Durham, New Hampshire: Association for Experiential Education, Boulder, CO. (ERIC Document Reproduction Service No. ED261829).

Population: Chemically dependent, disadvantaged, emotionally disturbed, and at risk children and youth.
Type of Article: Descriptive
Abstract: A collection of information from the "Learning By Sharing in the Outdoors" workshop provides brief summaries of each workshop session along with lists of human, community, and bibliographical resources available to outdoor education practitioners, the workshop itinerary, and promotional brochures. The 18 workshop topics included: expedition planning; marine ecology; comparison of Outward Bound, National Outdoor Leadership School, and Wilderness Education Association programs; environmental ecology; exploring history through the outdoors; ropes courses; and bringing adventure into the physical education classroom. Other topics were: adventure and family therapy; creative writing and art; outdoor education and alternative schools; square rig international/tall ship sailing; construction of climbing ladders; outdoor equipment making and updating; outdoor adventure trip techniques; women and the outdoors; acclimatization activities; legal liability and the outdoors; and birdwatching as a teaching tool. (NEC)

Gass, M. & Buell, L., Eds. (1986). The Season of Ingenuity: Ethics in Experiential Education. Proceedings of the Annual Conference of the Association for Experiential Education (14th, Moodus, Connecticut, September 25-28, 1986). Association for Experiential Education, Boulder, Co. (ERIC Document Reproduction Service No. ED274487).

Population: General
Type of Article: Descriptive
Abstract: Ten papers were selected for inclusion in this proceedings based on each paper's ability to examine critical ethical issues within the field of experiential education and to challenge readers to analyze and justify the stances they support.

John Miles examines user impact on wilderness areas and the responsibilities of educational uses of the wilderness.

David Cockrell presents strategies for the experiential teaching of environmental ethics.

Ed Raiola describes a model for communication and problem solving and shows how it can be used by outdoor leaders.

Denise Mitten discusses women's attitudes towards stress and risk in relation to wilderness activities.

Karla Henderson & Deborah Bialeschki highlight the benefits of women only experiences in the outdoors.

Richard Kimball summarizes the philosophy and programs of the Santa Fe Mountain Center (NM), which provides experiential therapy to troubled youth referred from corrections and psychiatric facilities.

Robert Creal & Nancy Florio describe the development of the Family Wilderness Program and the ethical questions that were raised as part of the development.

Homer Page & Marci Carpenter compare the compensation and transcendence perspectives on disability and argue in favor of transcendence.

Other papers are "Education as if Nature Mattered: Heeding the Wilderness Within" by **Michael Cohen** and "Sexual Identity Crisis as a Contributing Cause of Juvenile Delinquency" by **Howard Cohen**. (JHZ)

Gass, M. A. (1991). Enhancing Metaphor Development in Adventure Therapy Programs. Journal of Experiential Education, 14(2), 6-13

Type of Article: Theoritical
Summary: Presents a seven step model for designing metaphors for adventure therapy including : (1) state and rank the goals of the therapeutic intervention based on the assessment of the clients' needs, (2) select an adventure experience that possesses a strong metaphoric relationship

to the goals of therapy, (3) identify how the experience will have a different successful ending resolution from the corresponding real life experience, (4) adapt the framework of the adventure experience so participants can develop associations to the concepts and complexity of the experience, (5) design the structured metaphor to be compelling enough to hold participants' attention without being too overwhelming, (6) make minor adjustments to highlight isomorphic connections during the adventure experience (e.g., appropriate reframing, punctuation), and (7) use appropriate processing techniques following the experience to reinforce positive behavior changes (e.g., reframe potentially negative interpretations of experience, focus on the integration of functional change into the client's lifestyle

Gass, M. A. (1992). Adventure therapy: Therapeutic Application of Adventure Programming in Mental Health Settings. Boulder, CO: Association for Experiential Education

Type of Article: Edited book
Summary: Presents articles with introductions on six areas: (1) overview and theory of adventure therapy, (2) applications, (3) programming, (4) processing, (5) research, and (6) the future of adventure therapy.

Gass, M. A., McPhee, P. J. (1990). Emerging for recovery: A descriptive data analysis of adventure therapy for substance abusers. Journal of Experiential Education

Population: substance abusers
Type of Article: Descriptive
Summary: Discusses 50 programs treating substance abusers using adventure experiences.

Gaus, C. (1981). Experiential education as an integral part of day treatment for adjudicated delinquent youth. (ERIC Document Reproduction Service No. ED269210)

Population: Adjudicated delinquent youth at a Vocational School
Type of Article: Empirical
Type of Course: Experiential Education (stress/challenge courses, service learning courses, adventure learning courses, and community based learning)
Length of Course: Long-term
Purpose of Study: To evaluate and discuss the program
Dependent Measures: not specified
Statistical Methods: not specified
Results: Found significant changes in drug behavior and legal involvement. Illustrates the overall program through the use of a fictitious student.

Gerstein, J. G. (1992). The adventure based counselor as a group counselor. In K. A. Henderson (Ed). Coalition for Education in the Outdoors Research Symposium Proceedings Bradford Woods, IN. pp 65-78

Population: Adventure based counselors and their supervisors
Article Type: Dissertation descriptive
Purpose of Study: To examine the attitudes, opinions, and assessments of counselors and their supervisors about the group counseling skills relevant to Adventure-based counseling and types of training believed to increase the competency levels of the counselors.
Descriptive Measure: Questionnaire "Group Skills Inventory of Adventure-Based Counselors"
Statistical Measure: Likert Scale- marginal tabulations and comparison of means; Open-Ended Questions- qualitative coding and categorization.
Abstract: 224 adventure-based practitioners, 73 supervisors and 161 counselors, responded to a mailed questionnaire designed to explore the group counseling skills relevant for adventure-based counseling and those types of training that counselors and supervisors believe would increase the competency levels of the counselors. Through this investigation, the group counseling skills relevant to adventure-based counseling were identified in two ways. The respondents were presented with 22 group counseling skills, identified by G Corey, and asked to rate each skill on a scale from relevant in most situations to not relevant for adventure-based counselors. The results demonstrated that all 22 skills were seen as relevant in all or most situations. The respondents were also asked to list any additional group counseling skills relevant to adventure-based counseling. Twenty-five additional group counseling skills were identified. Relational skills, use of humor, and flexibility had the highest response rates by both the supervisor and counselor groups. Both the counselor and supervisor groups listed those training experiences they believed would increase the counselors' group counseling skill competency levels. The most cited responses were specialized counseling workshops, direct experience and on-the-job learning, and didactic and academic for the total group of respondents and the counselor group. The supervisor group selected specialized counseling workshops, feedback and evaluation, didactic and academic.

Gibson, P. M. (1981). The effects of, and the correlates of success in, a wilderness therapy program for problem youth. Dissertation Abstracts International, 42/01A, 140. (University Microfilms No. AAD8113511)

Population: Problem youth
Article Type: Dissertation/Empirical
Type of Course: Wilderness therapy
Length of Course: short-term
Purpose of Study: To determine the effectiveness of short-term wilderness therapy as an alternative to traditional mental health treatment.
Dependent Measures: not specified
Statistical Methods: t-tests
Results: Positive changes occurred in all measures of self-concept and interpersonal competence

Gillis, H. L. (1981). The Effects of a Camping/Construction Experience on the Self Concepts, Locus of Control, and Academic Achievement of High School Students. (ERIC Document Reproduction Service No. ED232822).

Population: Youth age 14-18
Type of Article: Empirical
Type of Course: Camping and construction project
Length of Course: Three weekends
Purpose of Study: To determine the impact of the course (non-risk, challenging, generative based experience) on participants' personal and social growth.
Dependent Measures: Tennessee Self-Concept Scale (TSCS), and the Rotter Internal-External Locus of Control Scale
Statistical Methods: Pre-post testing
Results: No significant differences
Abstract: High school students in grades 8-12 participated in an experimental three-weekend camping and construction project designed to measure the personal and social growth potential of a non-risk, challenging, generative based experience. Twenty three students were matched and randomly assigned to either an experimental group or a control group. Students in the experimental group camped out and partially constructed a wooden structure on three successive winter weekends. Students in the control group had no significant group or challenge experience. The students were pre and post-tested with the Tennessee Self Concept Scale (TSCS) and the Rotter Internal External Locus of Control Scale. Their academic achievement was measured by their academic grade means. As expected, results of the tests, compared between and within groups, indicated that the generative and challenging experience had no effect on academic achievement or locus of control, and no effect on 11 of 12 self-concept scales on the TSCS. A longer project might have provided subjects with a better chance to change their self-concept. More research is needed with respect to generative and challenge experiences and the quality and duration of those experiences. (SB)

Gillis, H.L. (1985). An Active Adventure for Groups. Paper presented at the Georgia School Counselors Institute (St. Simons Island, GA, July 1985). (ERIC Document Reproduction Service No. ED260879).

Population: General
Type of Article: Descriptive
Abstract: A sequence of action-oriented games and initiatives is provided in this guide for group therapy leaders who wish to employ activities to promote trust, problem solving, and cohesion among group members. Introductory material discusses the objectives of action-oriented therapy, the adaptation of traditionally outdoor activities to indoor settings, and the balance of activity time to processing time. Following the introduction, a history of adventure activities for groups is presented in outline form, highlighting the distinctive features of Outward Bound, New Games Foundation, Playfair, and Project Adventure organizations that have pioneered in adventure education, creative play, and experiential learning. The third section gives directions for six warm-up games, six games for pairs, and seven activities for group problem solving. Following the activities are ten tips for leaders of processing/debriefing sessions. These include asking the group to evaluate the activity, discussing how group members felt as they were participating, and relating games and initiatives to issues facing the group. A seven-step approach to creative problem solving gives directions for brainstorming, identifying and evaluating alternative problem solutions, and developing a sequential plan for implementing a solution. A bibliography of 16 references included. (JHZ)

Gillis, H.L. (1985). The Strategic Use of Adventure Activities with Couples. (ERIC Document Reproduction Service No. ED260880).

Population: Adult couples
Type of Article: Descriptive
Abstract: Activities commonly associated with outdoor adventure education can be used effectively in therapy for couples. The adventure education concepts of risk, trust, fear, anxiety, dependence/independence, problem solving, and intimacy are all dealt with in therapy and enrichment experiences for couples. While the outdoor environment has a tremendous impact, many adventure activities can be adapted for the indoor therapy room. Directions are provided for six adventure activities for pairs and eight for groups. The activities require problem solving and cooperation and include games and initiatives such as "Standup" (pairs grab hands, place feet together, and

attempt to stand up simultaneously), "Pyramid" (the group forms a symmetrical pyramid and attempts to walk forward), and "Four Pointer" (groups of seven arrange themselves so that they have only four points of contact with the floor). A list of seven resources is included. (JHZ)

Gillis, H. L. (1986). An exploratory study comparing the strategic use of metaphorical introductions with traditional introductions in a one-day, adventure workshop for couples enrichment. Dissertation Abstracts International, 47/09A 3312. (University Microfilms No. AAD8628877)

Population: Adult couples
Article Type: Dissertation/Empirical
Type of Course: group initiatives and ropes course activities
Length of Course: an 8-hour workshop
Purpose of Study: To compare and contrast the use of metaphorical introduction as opposed to traditional methods.
Dependent Measures: not specified
Statistical Methods: not specified
Results: Found a delayed effect, but the experimental group rated the activities as more enriching than the control group.

Gillis, H. L.. (1992). Therapeutic Uses of Adventure-Challenge-Outdoor-Wilderness: Theory and Research. Invited address. In K. A. Henderson (Ed). Coalition for Education in the Outdoors Research Symposium Proceedings Bradford Woods, IN. pp 35-47.

Population: Review of research
Type of Article: Descriptive
Abstract: A review of literature from adventure therapy with psychotherapy research criteria applied for evaluation. Recommendations include the need for a meta-analysis and need for specific "how-toi" manuals of adventure therapy to help in evaluation and proliferation of this treatment approach.

Gillis, H. L., Bonney, W. C. (1986). Group counseling with couples or families: Adding adventure activities. Journal for Specialists in Group Work 11(4) 213-220

Population: Couples or families in group counseling
Article Type: Theoretical
Summary: Advocates the use of adventure activities in group counseling as a component of group therapy, or as the primary mode of treatment. Focuses on activities involving physical activities involving physical challenge or adventure.

Gillis, H.L.; Bonney, W. C. (1989). Utilizing adventure activities with intact groups: A sociodramatic systems approach to consultation. Journal of Mental Health Counseling. 11(4) 345-358.

Population: intact work groups
Type of Article: Descriptive
Abstract: Combines J. L. Moreno's (1946) theory and format of sociodrama with adventure activities and metaphorical techniques to present an application of psychological principles designed for facilitating the resolution of a problem or issue shared by an intact work group. The consultant is provided with a rationale for the use of strategic systems and sociodrama techniques as applied to a challenging adventure activity that allows a group to metaphorically enact its common issue. An example of a consultation experience that illustrates the dynamic application of the theoretical constructs is provided.

Gillis, H.L; Dagley, J.. (1985). Adventure-Based Counseling: An Adlerian "Natural High." Paper presented at the North American Society of Adlerian Psychology (Atlanta, GA, May 25, 1985). (ERIC Document Reproduction Service No. ED260878).

Population: General
Type of Article: Descriptive
Abstract: Special characteristics of action-oriented approaches to therapy, cautions and tips for using these approaches, and sample activities are provided in this guide. An introductory section explains the relationship of action-based counseling to the traditional action-oriented methods and principles of Adlerian psychology and emphasizes the merit of the approach for couples and families as well as individuals. Brief directions are given for 13 activities that require group problem solving and cooperation between couples or among group members. A list of 11 references for further information is included. (JHZ)

Gillis, H. L. & Gass, M. A. (in press) Bringing adventure into marriage and family therapy: An innovative experiential approach. Journal of Marriage and Family Therapy.

Population: Families
Type of Article: Descriptive
Abstract: Outdoor adventure experiences, traditionally associated with programs like Outward Bound and Project Adventure, have evolved into specific interventions for a number of therapeutic populations. Once used primarily with dysfunctional adolescents, a series of presentations and writings have emerged that apply these techniques to marriage and family populations. This article presents a brief history and overview of the documented use of adventure experiences in marriage and family therapy and enrichment. Illustrations of actual techniques and recommendations for guiding future studies are also offered.

Gillis, H.L.; Simpson, C. (1991). Project Choices: Adventure-Based Residential Drug Treatment for Court-Referred Youth. Journal of Addictions and Offender Counseling. 12(1) 12-27.

Population: delinquent, drug involved youth
Article Type: Empirical
Type of Course: group initiatives, ropes course activities and wilderness experience
Length of Course: 16 weeks
Purpose of Study: To evaluate effectiveness of program
Dependent Measures: MMPI, Revised BehaviorChecklist, Battle Culture Free Self Esteem Inventory, Peer and Self ratings of behavior.
Statistical Methods: pre-post testing; Repeated measures ANOVA; no control group
Results: Significant reductions in 7 MMPI scales during Phase I (8 weeks); significant increases in self esteem; significant changes in Peer, Self and Staff ratings of behavior.

Gillis, H. L., Williams, A. & Hollis, H. (1992). TA psychological rationale for adventure therapy with hospitalized adolescents. In K. A. Henderson (Ed). Coalition for Education in the Outdoors Research Symposium Proceedings Bradford Woods, IN. pp 79-82

Population: Adolescents
Type of Article: Theoretical
Abstract: Inpatient and residential therapeutic programs for adolescents are often fairly generic in format relying heavily on traditional, insight-oriented approaches to treatment without regard to how the intellectual functioning of the adolescent might impact upon therapeutic effectiveness. This study examined WISC-R profiles of two treatment populations and presented a theoretical rational for using adventure-based treatment due to adolescents performance on verbal and performance measures..

Golins, G. L. (1980). Utilizing adventure education to rehabilitate juvenile delinquents. (Eric Document Reproduction Service No. ED187501).

Population: Juvenile delinquents
Article Type: Theoretical
Abstract: Adventure based programs for the rehabilitation of juvenile delinquents are being offered by schools, state social service systems, juvenile courts, youth service bureaus, and other agencies. Five elements of adventure education that fit this population are 1) the game-like atmosphere, 2) the organization of participants into primary peer groups, 3) the use of the outdoors, 4) the nature of the problems posed, and 5) the style of instruction. Programs are usually designed as cost-effective diversions to long-term institutionalization or as supplements to existing youth-serving agency programs and traditional treatment approaches. The paper includes an outline of steps in the development of an adventure education rehabilitation program, a sample program schedule, and suggested teaching methodology.

Goodwin, J. M. & Talwar, N. (1989). Group psychotherapy for victims of incest. Psychiatric Clinics of North America. 12(2) 279-293.

Population: Incest victims
Article Type: Theoretical
Summary: Discusses group therapy for children and adult incest survivors. Emphasizes the need for community support and sensitivity. Group therapy techniques such as psychodrama, play therapy, bibliotherapy, wilderness encounters, and educational techniques are discussed.

Gugino, H. A. S. (1987). A qualitative case study of delinquent adolescent males in a youth development center short term treatment program. Dissertation Abstracts International, 48/11A, 2985. (University Microfilms No. AAD8800269)

Population: Juvenile offenders
Article Type: Dissertation/Empirical
Type of Course: Outdoor adventure activities
Length of Course: short-term

Purpose of Study: To see how a group of male juvenile offenders react to the treatment program emphasizing outdoor activities, more specifically, to compare participants' perception of the program to staff members' perception of the program.
Dependent Measures: not specified
Statistical Methods: not indicated
Results: There existed in the program a discrepancy between participant perception and staff perception. The researcher found four areas of discrepancy between the two groups: 1) frequency of adventure programs, 2) length of stay, 3) process selection, and 4) program evaluation. These discrepancies can be partially attributed to administrator/counselor role ambiguity and role overload. Recommendations for future research included investigating the use of more discriminating typological classification to more accurately match treatment interventions to offender characteristics.

Haussmann, S. E. (1984). A qualitative study of year-round outdoor therapeutic camping programs. Dissertation Abstracts International, 45/09A, 2835. (University Microfilms No. AAD8427540

Population: Emotionally disturbed and troubled youth
Article Type: Dissertation/Empirical
Type of Course: Therapeutic camping programs
Length of Course: year-round
Purpose of Study: Conducted a survey by telephone of 27 program directors in order to compile a nationwide program directory.
Dependent Measures: phone survey
Statistical Methods: none indicated
Results: The author used phone interviews with 27 directors of year round programs, and the results of the survey instrument to compile a directory of 32 therapeutic camping programs. Information about individual programs is given in each of the following areas: 1) general or demographic information, 2) camp program content, 3) school program, 4) camper graduation policies and procedures, and 5) program evaluation.

Jernstedt, G.C.& Johnson, B.T. (1983). The Effects of Long Term Experiential Learning Programs on Their Participants. (ERIC Document Reproduction Service No. ED238625).

Population: 18-22 year olds
Type of Article: Empirical
Type of Course: Outward Bound Living/Learning Program at Dartmouth College
Length of Course: not specified
Purpose of Study: To analyze the impact of the program on participants' moods, personality, socialization; values, self-concepts, activities, and self-report indicators.
Dependent Measures: not specified
Statistical Methods: not specified
Results: Found mixed results.
Abstract: Because previous research on long-term effects of Outward Bound programs has been contradictory, a study to analyze the impact of the Dartmouth College Outward Bound Center's Living/Learning Term program on undergraduate participants used a comprehensive battery of nine inventories to measure the effects of Outward Bound over time. The battery of standardized and specially constructed inventories measured the moods, personality, socialization, values, self-concepts, activities, and self-report indicators of 12 Outward Bound and 12 non-Outward Bound undergraduates at the beginning and again at the end of a 3-month period. Results indicated no change over time nor difference between groups on personality, socialization, values, or self-concept inventories, but evident differences between groups in mood states. As the academic term progressed, all groups showed increased depression, dejection, and tension, and decreased self-acceptance and sense of well being. The control group demonstrated increased anger and hostility while the Outward Bound group remained the same on these scales and also spent more time in recreation. Overall, the standardized tests showed fewer changes than the specially constructed inventories. Also, the more subjective the inventory, the greater the differences revealed. Recommendations include conducting studies of long-term effects over a longer period of time. (SB)

Kimball, R. O. (1991). Empowerment is not something you give kids. Adolescent Counselor. 4(2), 24-29.

Population: Substance abusing adolescents
Article Type: Theoretical
Abstract: This article describes how substance abusing youth can be empowered within the context of wilderness therapy. Six characteristics of the problem-solving tasks presented as part of wilderness therapy are described. The author also discusses 1) the importance of creating a prosocial community through group processes, 2) the use of wilderness experiences as an action-centered orientation to therapy, 3) the tendency for the outdoor environment to be a transformational one, 4) the concentration on the youth's potential rather than their pathologies, and 5) the opportunities for assessment and transfer.

Kimball, R. O. (1983). The wilderness as therapy. Journal of Experiential Education. 5(3) 6-9.

Population: Juvenile offenders
Article Type: Theoretical

Summary: A wilderness adventure program at the Santa Fe Mountain Center is outlined, as well as its effects of a client's global personality. Provides an example of how they perform client evaluations.

Kimball, R. O. (1980). Wilderness/adventure programs for juvenile offenders. (ERIC Document Reproduction Service No. ED196586).

Population: Juvenile offenders
Type of Article: Theoretical
Abstract: Wilderness/adventure programs have emerged as a valuable alternative to traditional treatment for juvenile offenders. Most of these programs are patterned after the standard Outward Bound model. Elements of adventure programs that are suited to this population include 1) an emphasis on action, 2) the use of the outdoors, 3) the formation of a cooperative community, 4) programmed success, 5) the creative use of stress, and 6) the special role of the instructor/counselor. The author reviews research findings: definitive findings are scarce but there appears to be a positive impact on personality changes and recidivism, at least in the short term.

Kjohl, R., & Weber, J. (1990). The 4th fire: Adventure Based Counseling with juvenile sex offenders. Journal of Experiential Education. 13(3) 18-22.

Population: Adolescent sex offenders
Type of Article: Theoretical
Summary: Discusses the program in terms of what constitutes "success" in this program, how participants' reactions to stressful situations are processes, and how trust is built through intensive campfire sessions.

Kuhn, D. C. (1982). Kinetic learning methods in residential treatment Dissertation Abstracts International, 43/02A, 403. (University Microfilms No. AAD8215841)

Population: Adolescents with behavior disorders
Article Type: Dissertation Empirical
Type of Course: Kinetic Learning Methods (KLM)
Length of Course: not indicated
Purpose of Study: To utilize case studies in determining which behaviors are most affected and most important to the boys' treatment.
Dependent Measures: not indicated
Statistical Methods: not indicated
Results: KLM uses an active and adventure-based approach to promote experiential learning. The concepts of centering and balancing, group learning exercises, outdoor group problem solving, and Kinetic Psychotherapy were used to develop KLM. The researcher found that KLM worked best when boys were in groups of 68 members, when staff members were involved with the activities, when the boys were older, willing to talk about themselves, and open to activity, and when a connection could be made between the program situation and their experiences in their residential treatment center.

Lappin, E. (1984). Outdoor Education for Behavior Disordered Students. (ERIC Document Reproduction Service No. ED261811).

Population: Children
Type of Article: Descriptive
Abstract: Outdoor education programs ranging from simple, near school activities to lengthy wilderness camping experiences can benefit behavior disordered students. Studies of outdoor education programs for these students have shown positive effects including improvements in self-concept, social adjustment, academic achievement, and group cohesion. Many types of programs now exist that use the out-of-doors in treating behavior disordered students. They include long-term residential camps, summer programs, day camps, and public school classes that integrate outdoor education into the curriculum areas or combine academic and high adventure programs. With skilled instruction, behavior disordered students can be successful at any number of challenging outdoor activities, e.g., rock climbing, backpacking, canoeing, orienteering, or cycling. Field trips that emphasize nature study or environmental education can also be effective outdoor learning experiences for behavior disordered students. The digest includes nine references and seven sources for further information (curriculum guides, program descriptions, etc.). (JHZ)

Luckner, J. (1988). Expanding Personal Limits-Outward Bounds and the Hearing Impaired. (ERIC Document Reproduction Service No. EJ374954).

Population: Hearing impaired individuals
Type of Article: Descriptive
Abstract: This article provides an overview of courses for hearing impaired individuals that have been conducted at the Voyaguer Outward Bound School in Minnesota since 1977. Through participation in outdoor challenge activities, skills training, and adventure experiences, hearing impaired students have shown gains in self-esteem, self-reliance, and internal locus of control. (Author/VW)

Maizell, R. S. (1988) Adventure-based counseling as a therapeutic intervention with court-involved adolescents. Dissertation Abstracts International, 50/06B, 2628. (University Microfilms No. AAD8921901)

Population: Adjudicated youth
Article Type: Dissertation/Empirical
Type of Course: Adventure based counseling
Length of Course: not indicated
Purpose of Study: To see whether ABC actually enhances court adjudicated youth's self-concept and self-esteem.
Dependent Measures: Battle Culture Free Self-Esteem Inventory, Tennessee Self-Concept Scale
Statistical Methods: not specified
Results: The results of this study indicated that participants in ABC showed significant improvement in Physical, Moral, and Social Self-Concept. There was also significant improvement in Total Self-Concept and Self-Satisfaction, self-identity, and self-esteem. At the one year follow-up, a significant improvement was still found in self-concept, self-identity, and self-esteem, as well as in school grades and behavior conduct.

Marsh, H. W.& Richards, G. E. (1986). The Rotter locus of control scale: The comparison of alternative response formats and implications for reliability, validity, and dimensionality. Journal of Research in Personality. 20(4) 509-528.

Population: Adults aged 1834 years old
Type of Article: Empirical
Type of Course: Outward Bound Program
Length of Course: not specified
Purpose of Study: To devise an alternative response format and assess the scale's reliability, validity, and dimensionality
Dependent Measures: The Rotter Scale
Statistical Methods: not specified
Results: The scale was administered to 71 participants before and after completion of the Outward Bound program. Independent outside observers also evaluated participants after completion of the program. Observer responses correlated with self-responses, providing support for construct validity. The author also noted some problems with the Rotter scale.

Marsh, H. W.& Richards, G. E. (1989). A test of bipolar and androgyny perspectives of masculinity and femininity: The effect of participation in an Outward Bound program. Journal of Personality. 57(1) 115-138.

Population: Persons aged 16-37 years old
Type of Article: Empirical
Type of Course: Australian Outward Bound Program
Length of Course: not specified
Purpose of Study: To determine the effects of the program on participants' levels of masculinity and femininity.
Dependent Measures: sex role scale, and a male female (MF) scale
Statistical Methods: not specified
Results: The results contradict the prevailing belief that a decrease in femininity must accompany an increase in masculinity.

Marx, J. D. (1988). An outdoor adventure counseling program for adolescents. Social Work 33(6), 517-20.

Population: Adolescents in the Maine state welfare system
Article Type: Theoretical
Summary: Describes a program whose purpose is to serve the developmental needs of adolescents in a state child welfare system. The author claims that the program facilitates the youngster's change from acting out to emotional verbalization, and serves as an intermediate step between the traditional recreational setting and the traditional clinical treatment.

Mason, M. J. (1980). Relationship enrichment: Evaluating the effects of a couples wilderness program. Dissertation Abstracts International, 42/01B 161. (University Microfilms No. AAD8109468)

Population: Adult couples
Article Type: Dissertation/Empirical
Type of Course: Couples wilderness enrichment program
Length of Course: 4 days
Purpose of Study: The purpose was to see whether a wilderness experience would aid couples in relationship enrichment.
Dependent Measures: Background Questionnaire, Lifestyle Assessment Inventory (LAI), Personal Assessment of Intimacy in Relationships (PAIR), Family Adaptability and Cohesion Evaluation Scale (FACES), Family Inventory of Life Events and Changes, Tennessee Self-Concept Scale, Fundamental Relationship Orientation Behavior (FIRO-B), and the Couples Climbing Questionnaire (CCQ)
Statistical Methods: t-tests
Results: Found increased self-esteem, self-trust, perceived intellectual intimacy, as well as less need for inclusion and less Family Strain at the follow-up. Also found that

women had less trust in themselves than men, men trusted equipment more than women, and women perceived that lower trust. In addition, found that women were in better in overall awareness than men.

Mason, M. J. (1987) Wilderness family therapy: Experiential dimensions. Special Issue: Contemporary family therapy. Contemporary Family Therapy An International Journal. 9(12) 901-05.

Population: Families in therapy
Article Type: Theoretical
Summary: This article discusses the process of family participation in wilderness therapy. The author notes the premises on which family therapy are based, including immediate feedback, trust, and eustress. Metaphors are used in this type of therapy to help family members discover new and deeper parts of themselves and increase congruency. The author contends that wilderness therapy can make intrafamily relationships more positive.

McClung, S. B. (1984). A rock climbing program as therapy for the chronically mentally ill. Dissertation Abstracts International, 45/04B, 1292. (University Microfilms No. AAD8416170)

Population: Chronically mentally ill
Article Type: Dissertation/Empirical
Type of Course: Rock climbing
Length of Course: 4 days
Purpose of Study: To determine the effects of an adventure program on the chronically mentally ill.
Dependent Measures: Minnesota Multiphasic Personality Inventory (MMPI), Tennessee Self-Concept Scale
Statistical Methods: not specified
Results: The course produced positive changes in all six participants, especially in the area of self-efficacy.

Miles, J. C. (1987). Wilderness as a learning place. Journal of Environmental Education. 18(2) 33-40.

Population: General
Type of Article: Theoretical
Summary: The author contends that participation in a wilderness course enhances personal as well as social growth.

Minor, K. I. (1988). An evaluation of an intervention program for juvenile probationers. Dissertation Abstracts International, 49/10A, 3166. (University Microfilms No. AAD8827331)

Population: Juvenile probationers
Article Type: Dissertation/Empirical
Type of Course: Job preparation workshops, outdoor experiences, and family relationship counseling
Length of Course: not indicated
Purpose of Study: To determine the effectiveness of the program
Dependent Measures: not specified
Statistical Methods: not specified
Results: The purpose of this study was to determine the effectiveness of a court-based intervention for problem youth. The goal of intervention is to reduce illegal activity among adjudicated youth by promoting social integration across conventional institutions. Three main components of the program are job preparation workshops, an outdoor adventure experience, and family relationships counseling. Using information obtained from the analysis of covariance, the researcher concluded that there were few significant differences between the experimental and control groups. There was, however, a significant difference in the offense activity of those youths with histories of extensive involvement in crime.

Nicholson, J. A. (1986). Risk Recreation: A Context for Developing Client Potential. Journal of Counseling & Development. 64(8) 528-529.

Population: General
Type of Article: Descriptive
Summary: Describes the program and its activities which are used to promote personal as well as social growth.

Nunley, G. L. (1983). The effects of a therapeutic outdoor program on the locus-of-control and self-concept of troubled youth. Dissertation Abstracts International, 44/07B, 2230. (University Microfilms No. AAD8325833)

Population: Troubled youth aged 1216
Article Type: Dissertation/Empirical
Type of Course: Outdoor program
Length of Course: 5 days
Purpose of Study: To determine the effectiveness of project B.O.L.D.
Dependent Measures: Nowicki-Strickland Locus-of-Control Scale for Children, and the Coopersmith Self-Esteem Inventory

Statistical Methods: split-plot analysis of variance, dependent t-tests with correlated means
Results: This study found no significant differences in the self-esteem and locus of control of the experimental and control groups. Author notes that the five day course may not have been long enough for the treatment program to impact the youths' locus of control and self-esteem.

Nurenberg, S. J. G. (1985). Psychological development of borderline adolescents in wilderness therapy (Outward Bound, delinquent). Dissertation Abstracts International, 46/11A 3488. (University Microfilms No. AAD8525967)

Population: Borderline adolescents
Article Type: Dissertation/Empirical
Type of Course: Outward Bound (wilderness therapy)
Length of Course: not indicated
Purpose of Study: Tested the program's effect on participants' ego functioning, self-reports of anxiety and depression, ability to separate from parents, and locus-of-control.
Dependent Measures: Ego Strength Scale, Nowicki-Strickland Scale of Externality, two modified Thematic Apperception Test (TAT) cards, and the Costello-Comery Scale of Depression and Anxiety
Statistical Methods: not specified
Results: Found significant results with respect to greater impulse control, autonomy, and self-esteem; subjects perceived themselves as more separated from parents, less depressed and anxious, and more internally oriented. The author cites aspects of wilderness group therapy which helped to bring about changes in the participants: 1) the stress factor, 2) the leader as a good rapprochment mother, and 3) the holding environment of the group. The leader may have also helped the participants internalize their therapeutic experience.

Obermeier, G. E. & Henry, P. B. (1989). Adolescent inpatient treatment. Special Issue: Practical approaches in treating adolescent chemical dependency: A guide to clinical assessment and intervention. Journal of Chemical Dependency Treatment, 2(1) 163-182.

Population: Chemically dependent adolescents
Article Type: Theoretical
Summary: Using family therapy, continuing care, group & individual counseling, medical detoxification services, and education, adolescent drug addicts may be helped to take personal responsibility for remaining off drugs. Describes an adventure program which promotes "natural highs".

Pfirman, E. S. M. (1988). The effects of a wilderness challenge course on victims of rape in locus-of-control, self-concept, and fear. Dissertation Abstracts International, 49/07B, 2870. (University Microfilms No. AAD8818574)

Population: Rape victims
Article Type: Dissertation/Empirical
Type of Course: Wilderness challenge
Length of Course: 3 days
Purpose of Study: To see what effects the course had on participants' locus of control, self-concept, and fear.
Dependent Measures: Modified Fear Survey, Tennessee Self-Concept Scale, Levenson's Locus of Control Scale
Statistical Methods: not specified
Results: Participants experienced a decrease in their overall level of fear, as well as an increase in self-esteem, and they saw people and chance events as having less control over their lives.

Priest, S. (1987). Developing leaders for camp adventure programs. Camping Magazine. 59(3) 16-19.

Population: General
Type of Article: Descriptive
Summary: Discusses leadership skills and their importance in the outdoor setting. Some skills discussed are activity/safety, organizational, instructional, group counseling, and experience based judgment.

Priest, S. (1984). Effective outdoor leadership: A survey. Journal of Experiential Education. 7(3) 34-36.

Population: General
Type of Article: Descriptive
Summary: Described the survey which was administered to 189 persons in attendance at the National Association for Experiential Education Conference in 1983. Resulted in a list of 39 leader competency areas.

Rice, S. (1988). A study of the impact of long-term therapeutic camping on self-concept development among troubled youth. Dissertation Abstracts International,. 49/07A, 1706. (University Microfilms No. AAD8819365)

Population: Troubled youth
Article Type: Dissertation/Empirical
Type of Course: Residential Wilderness Therapeutic Camping

Length of Course: Long-term
Purpose of Study: To determine the program's effectiveness on the self- concept level of participants.
Dependent Measures: Jesness Inventory, and participant demographics
Statistical Methods: t-tests, Multiple regressions, ANOVA
Results: Seven demographic variables were measured and statistically analyzed for their relationship with the participants' changed self-concept after treatment: 1) gender, 2) race, 3) age, 4) IQ, 5) legal status, 6) family status, and 7) socioeconomic status. IQ was found to be statistically significant in its usefulness in predicting change on five of the following subscales of the Jesness Inventory: 1) Value Orientation, 2) Immaturity, 3) Manifest Aggression, 4) Repression, and 5) Denial. Change in the Jesness subscales of Social Adjustment and Autism was predicted by Family Status. Change in the Jesness subscale measure of Withdrawal/Depression was predicted by the variable of race and socioeconomic status. Legal status was found to affect the change in the subscale measure of Asocial Behavior. None of the demographic variables predicted changes in Alienation.

Robb, G. M., Ed., et. al.. (1987). The Bradford Papers Annual, Volume II, 1987. (ERIC Document Reproduction Service No. ED307074).

Abstract: This annual collection promotes scholarly writing, applied research findings, and innovative programs and activities in experiential education. 1987 papers include: (1) "The Effects of a Structured Camp Experience on Perceived Freedom in Leisure" (Mark James) on the effects of a structured camp experience on handicapped participants' perceived freedom in leisure; (2) "Gentle, Supportive and Non punitive Techniques for Managing Camper Behavior" (Steve Hollenhurst); (3) "Research in Outdoor Adventure" (Alan Ewert), an overview and analysis of research in outdoor adventure recreation; (4) "Soft and Conceptual Skills" (Michael Swiderski) about interpersonal skills and critical thinking competencies as components of outdoor leadership; (5) "CERTIFICATION" (Simon Priest), about international trends in certification of outdoor leaders; (6) "Adventure Challenges as a Means of Containment" (Anthony Richards and Anthony Meyers) on adventure education as a means of delinquency prevention; (7) "Toward Fullest Participation. Suggested Leadership Techniques for Integrated Adventure Programming" (Greg Lais) about adventure program leadership techniques for integrating participants with various handicaps or diverse skill levels; (8) "Foster Families and Adventure/Challenge Therapy" (Thomas Smith) on adventure programs as therapeutic experiences for foster families and group home residents; (9) "Processing the Initiatives Course Experience" (Debra Jordan) on leadership techniques for bringing closure to a challenge education course; (10) "Optimizing Experiential Education with Young Children" (Jacqueline Davis, Mark Havens, Victoria DeSalvatore); and (11) "Connecting People and Plants" (Clifford Knapp) on the connection between people and nature and the use of this concept in outdoor education. Each paper contains an abstract, author file, key words, and reference list. (SV)

Robb, G. M., Ed. (1982). The Bradford Papers. Volume II, Proceedings from the 1981 Institute on Innovations in Camping and Outdoor Education With Persons Who are Disabled. (ERIC Document Reproduction Service No. ED224637).

Abstract: "Learning by doing" was the theme at the 1981 Institute on Innovations in Camping and Outdoor Education with Persons Who Are Disabled and was represented in the eleven papers presented. The papers describe the use of various outdoor oriented media for involving persons with disabilities in participatory activities. Topics consisted of improvement of self concept for special children using outdoor therapy; use of behavior management interventions at camps; adventure education with people who are disabled; a description of Wilderness Inquiry II program in Minnesota for disabled persons seeking rigorous outdoor recreation; and kayaking with persons who are mobility impaired. Other subjects include: pulk skiing and ice sledding for mobility impaired persons; preparation for a ski trip for the disabled; orienteering for the handicapped; music as an integral element of camping experience; description of the Michigan School for the Blind and Camp Tuhsmeheta; and the inclusion of disabled children in outdoor education and camping programs. Evaluation results of the conference conclude the proceedings.(ERB)

Robb, G. M., Ed. (1988). The Bradford Papers Annual, Volume III, 1988. (ERIC Document Reproduction Service No. ED307091).

Abstract: This annual collection promotes scholarly writing applied research findings, and innovative programs and activities in experiential education. Topics of the 1988 papers include (1)"Gender Issues in Outdoor Adventure Programming" (Natalie L. Bartley and Daniel R. Williams) about the effects of outdoor leaders' gender, personality, soft skills training, and leadership styles on student outcomes on a 23 day Outward Bound mountain course; (2)"Enhancing Mixed Gender Programming" by (Cheryl Estes, and Alan Ewert) about the effects of student gender on expectations, communication, motivation, perceptions, and attributions for success in experiential and adventure programs; (3) "Live Simply that Others May Simply Live" (Almut Beringer) about the rationale and applicability of the "voluntary simplicity" lifestyle in a residential camp setting; (4) "Adventure Education for

People Who Have Disabilities" (Deborah Sugarman), a review of the literature on adventure education programs for people with physical, cognitive, or psychological disabilities; (5) "Agreement Reached on Outdoor Leadership Certification" (Simon Priest) on the opinions of 169 experts from 5 English speaking countries on the pros and cons of outdoor leadership certification; (6) "Outdoor Recreation. The Holistic Leisure Pursuit" (Phyllis Ford) the view that outdoor recreation is a holistic approach to the leisure experience, encompassing every form of recreation; (7) "Ethics For Adventure Programming" (Thomas E. Smith) on four potential strategies for developing ethical awareness in adventure programming; and (8) "Experimental Challenge Program Development in the Mental Health Setting" (Christopher C. Roland, Thomas Keene, Michael Dubois, and Joseph Lentini) on the development of an experiential challenge program in a mental health setting. Each article is accompanied by an abstract, key words, and a reference list.(SV)

Robb, G. M., Ed. The Bradford Papers. Vol. III. Proceedings from the 1982 Institute of Innovations in Camping and Outdoor Education with Persons Who are Disabled. (ERIC Document Reproduction Service No. ED231565).

Abstract: Third in a series of papers resulting from the Annual Institute on Innovations in Camping and Outdoor Education with Persons Who are Disabled, this volume consists of 12 articles reflecting training, innovative program approaches, and area equipment facility accessibility, the articles cover the following topics: the Individualized Education Plan in the outdoor environment was an in-service approach; current practices in training and continuing education; observer tools (e.g., Cheffers' Adaptation of the Flanders Interaction Analysis System and the Individual Response Gestalt) to supplement a program evaluation; cost effectiveness of a 4 day wilderness camping experience for adult acute psychiatric patients; the holistic program at ECHO (Environmental Camp for Handicapped and Others) in Goshen, Massachusetts; the value of heterogeneous groupings for the personal growth wilderness adventure; total physical fitness for persons with disabilities using circuit training (exercises that improve muscle strength, endurance, and flexibility, and cardiovascular endurance); risk training as an educational tool; heritage arts within outdoor education experiences; modifying wheelchairs for compass use; the ropes course at Bradford Woods; and access to recreation for persons with disabilities. The volume concludes with some insights into the Institute's planning and development. (NQA)

Robb, G. M, & Shepley, S. G. (1988). Forging partnerships: The real challenge. Camping Magazine. 61(2), 18-22.

Population: Disabled individuals
Type of Article: Theoretical
Summary: Explains four therapeutic recreation programs, and explores the benefits which disabled individuals receive from such programs.

Rourke, T. (1991). Who benefits from experiential therapy? Adolescent Counselor. 4(2), 41-42.

Population: Substance abusing adolescents
Article Type: Theoretical
Abstract: When examining the benefits from experiential therapy, the author contends that three characteristics should be considered: 1) degree of integration into the overall treatment program, 2) professional credentials and quality of staff training, and 3) the patient's profile and characteristics.

Ruzicka, S. H. (1986). A Two Year Study on the Effects of an Outdoor Residential Camp Experience with Handicapped Campers on the Self-Esteem, Attitude toward Handicapped Individuals and Locus of Control Scores of First Year Counselors. (ERIC Document Reproduction Service No. ED285713).

Population: First Year Counselors
Type of Article: Empirical
Type of Course: Outdoor residential camp (ASCCA Alabama's Special Camp for Children and Adults)
Length of Course: 11 weeks
Purpose of Study: To assess the impact of the course on participants attitudes towards the handicapped.
Descriptive Measures: The Coopersmith Self-Esteem Inventory, Rotter Locus of Control Scale, and the Lazar Attitude Toward Handicapped Individuals Scale
Statistical Methods: not specified
Results: During first and second years, found females' mean scores in attitudes toward handicapped individuals. The difference was statistically significant during the first year, but not the second year.
Abstract: Research was conducted at Camp ASCCA (Alabama's Special Camp for Children and Adults) to investigate the effects of an 11-week outdoor residential camp experience with handicapped campers on their self-esteem, attitude toward handicapped individuals, and locus of control scores of first year counselors with no previous experience. Self-esteem was deleted from the study during the second year. The total number of subjects was 32 (16 males, 16 females) for the first year and 38 (19 males, 19

females) for the second. Four testing times were established; the day of arrival, the end of the fifth week, the last day, and 10 weeks later. The Coopersmith Self-Esteem Inventory, Rotter Locus of Control Scale, and Lazar Attitude toward Handicapped Individuals Scale were used. During the first year, the females' mean scores were more positive in attitude toward handicapped individuals, than the males. The second year data showed females to have more positive mean scores in attitude toward handicapped individuals, with the males having more internal locus of control. There was a statistically significant difference between the sexes during the first year ($p<.02$), but not during the second ($p<.50$). (JMM)

Sakofs, M.S. et. al.. (1988). The Cooperstown Outward Bound Summer Program: An Informal Look at the Program's Impact on the Lives of Students. Greenwich, Conn.: Outward Bound, Inc. (ERIC Document Reproduction Service No. ED304248).

Population: High school students
Type of Article: Empirical
Type of Course: Outward Bound
Length of Course: not specified
Purpose of Study: To assess the program's impact on participants.
Dependent Measures: Self Report Survey (SRS), questionnaire sent to parents, and school records
Statistical Methods: repeated measures analysis using data from the SRS
Results: Found significant change on five of the subscales on the SRS. No significant changes in school performance.
Abstract: **During** the summer of 1987, 29 students from the Cooperstown High School in New York received scholarships and participated in an Outward Bound course. This report presents the results of a study assessing the impact of the Outward Bound experience on these students. Data gathering instruments included: the Self Report Survey (SRS), developed by Dr. Chris Jernstadt, Department of Psychology, Dartmouth College; a questionnaire sent to parents; and school records. The SRS was administered as a pretest, a posttest, and a six month follow-up. The following SRS subscales were of primary interest in this study: self-depreciation; sociability; achievement motivation; social consciousness; hopelessness and social pessimism; self-confidence; and general well being. The SPSS-PC was used for repeated measures analysis of the SRS data. Five of the subscales showed significant positive change between the first and last administration of SRS. School records were used to gather information on each student's grade point average and school attendance. There were no statistically significant changes in their academic achievement or school attendance. Analysis of the questionnaire reflecting the parents' assessment of their child's behavior after the Outward Bound experience indicated positive behavioral and attitudinal changes. This report contains six graphs.

Smith T.E.. (1992). Evaluation of a comprehensive challenge/adventure program for sexually abused/exploited youth. In K. A. Henderson (Ed). Coalition for Education in the Outdoors Research Symposium Proceedings Bradford Woods, IN. pp 101-102

Population: adolescents
Type of Article: Empirical
Type of Course: Fresh Start Program @ 40 days on adventure trips
Length of Course: not specified
Purpose of Study: To assess the program's impact on participants.
Dependent Measures: Jesness Behavior Checklist, Wide Range Achievement Test, Tennessee Self Concept Test, & Peabody Individual Achievement Test
Statistical Methods: Pre-post testing with no analysis
Results: Academic and self concept gains

Stehno, J. (1986). Rational Behavior Therapy in Experiential Learning. Bradford Papers Annual. Volume 1, 25-27.

Population: General
Type of Article: Theoretical
Abstract: Presents method to be used in changing the way one feels by changing the way one thinks when using rock craft, caving, or high ropes courses. Results should be that the participant thinks more rationally, feels more positive about themselves, and takes responsibility for their lives.

Stich, T. F. (1983). Experiential therapy. Journal of Experiential Education; 5(3), 23-30.

Population: General
Article Type: Theoretical
Summary: Discusses the theory behind Outward Bound and a model program for adjunctive psychiatric treatment.

Stich, T. F. & Gaylor, M. S. (1983). Outward Bound: An innovative patient education program. (ERIC Document Reproduction Service No. ED247047

Population: Disturbed adolescents, psychiatric patients, & recovering alcoholics
Article Type: Theoretical
Abstract: A 1975 Outward Bound Mental Health Project, begun with a pilot project for disturbed adolescents, has evolved into an ongoing treatment option in three separate clinical settings for psychiatric patients and recovering alcoholics. Outward Bound consists of a series of prescribed physical and social tasks where the presence of stress, uncertainty, and the need for problem solving, communications, and immediate judgment provide situational analogs for problematic areas in the patient's daily life. The Outward Bound session consists of traditional activities such as individual and group problems solving activities, ropes course, rock climbing, hiking, orienteering, canoeing, and cross country skiing. Patients in the diagnostic categories of schizophrenia, mood disorders, neurotic and personality disorders, alcohol and drug abuse, and adjustment disorders have participated in the program conducted by a treatment team consisting of an attending physician, resident physician, nursing staff, social service, and activity therapy staff. Follow up studies of participating patients indicate that Outward Bound was a very positive experience which increased patients' self esteem. These studies support the postulates that performance accomplishments are an influential source of information and that, when perceived to be of great magnitude, these accomplishments tend to be generalized to other situations in which performance had formerly been inhibited due to feelings of personal inadequacy. (NEC)

Stich, T. & Gaylor, M. S. (1982). Risk Management in Adventure Programs with Special Populations: Two Hidden Dangers. (ERIC Document Reproduction Service No. ED230344).

Population: General
Type of Article: Theoretical
Abstract: The paper addresses two significant risk management considerations in conducting an adventure program in a therapeutic setting: the potential hazards of psychiatric medications and psychological emergencies. Focusing on the potential hazards of psychiatric medications, the first section discusses climatic conditions (heat, cold, and sun) and the limitations of propranolol, phenothiazines, tricyclics, or antiparkinsonian medications on program activities. The symptoms of orthostatic hypotension, dystonia, akathisia, pseudoparkinsonism, and tardive dyskinesia are discussed. The second section discusses two types of psychological emergencies: primary (symptoms are produced by emotional illness) and secondary (the behavior is a manifestation of a medical problem). Basic guidelines for properly labeling and managing a problem as either medical or psychological are outlined. These basic guidelines cover three steps: (1) assessment proceduresa mental status examination to assess cognitive functioning, indicators of emotional distress, and a symptom assessment; (2) intervention observation, evacuation, interviews with individual, and outcome; and (3) evaluation of intervention evacuation of individual and use of incident as a learning experience. (NQA)

Stich, T. F. & Senior, N. (1984). Adventure therapy: An innovative treatment for psychiatric patients. New Directions for Mental Health Services, 21 103-108. (ERIC Document Reproduction Service No. ED292928)

Population: Psychiatric patients
Article Type: Theoretical
Abstract: Describes an experiential therapeutic program delivered in the context of the Outward Bound model. Outward Bound is a nonprofit education institution that promotes self growth through wilderness challenges. The Outward Bound Mental Health Project (OBMHP) differs significantly from the traditional Outward Bound experience in length. The OBMHP focuses on individual and group initiatives and on mini expeditions in discrete units of time. The program has been used with a broad spectrum of patients, whose diagnoses have included schizophrenia, mood disorders, neurotic and personality disorders, alcohol and drug abuse, and adjustment disorders. The clinical staff review patients to determine who can benefit from Outward Bound. Those invited to participate review the program and establish personal goals, which tend to vary from the concrete to the abstract depending on the patient's degree of illness, insight, and capacity to generalize. Many patients attend several day long experiences. With repeated participation, it becomes easier for them to see the relevance of Outward Bound as a therapeutic experience and thus to establish realistic goals for themselves. Processing the experience with patients generally occurs either as a focused discussion after each activity or as a group discussion held at the end of the day. Reporting on the field experience includes staff observations, the patient's understanding of his/her psychological difficulties, and the patient's ability to generalize from the field experience to other relevant therapeutic issues. (4 ref)

Stich, T. F. & Sussman, L. R. (1981). Outward Bound An adjunctive psychiatric therapy: Preliminary research findings. (ERIC Document Reproduction Service No. ED239791).

Population: Hospitalized adult psychiatric patients
Article Type: Empirical
Type of Course: therapeutic Outward Bound Program (ropes course, rock climbs, and a rappel)

Length of Course: 3 weekly, 4 hour Outward Bound Sessions
Purpose of Study: To determine how or if Outward Bound can enhance psychiatric patients' physical and social skills.
Dependent Measures: not specified
Statistical Methods: not specified
Results: Measurements of the 7 participants' self-esteem and contentment showed that both variable increased after participation in the program, but the effects of Outward Bound on self-esteem was not statistically significant. The positive changes in the participants after the course did not dissipate over the course of their treatment. Also, the experimental group had a shorter mean stay in the hospital.

Vogel, R. (1989). Adventure Training: Its Effect on Self-Actualization and Self-Perception of Personal Change. Journal of Outdoor Education.. 23, 20-29.

Population: General
Type of Article: Descriptive
Summary: Discusses research pertaining to Project USE, where it was found that the self-actualization factors and self-perception of personal change increased significantly among the 39 teenage participants.

Walton, R. A. (1985). Therapeutic camping with inpatient adolescents: A modality for training in interpersonal cognitive problem-solving skills (self-esteem residential treatment) Dissertation Abstracts International, 47/08B, 3549. (University Microfilms No. AAD8628822

Population: Adolescent psychiatric patients
Article Type: Dissertation/Empirical
Type of Course: Therapeutic Camping Program
Length of Course: 6 one-hour per week sessions, and 2 camping trips
Purpose of Study: To determine what effects, if any, the program has on participants' problem solving skills, locus-of-control, and self-concept
Dependent Measures: Means-Ends Problem-Solving Procedure, Nowicki-Strickland Locus of Control Scale for Children
Statistical Methods: not specified
Results: Found a significant increase in internality and problem solving skills, but no significant increase in self-esteem. The researcher concluded that therapeutic camping did serve as a useful addition to traditional therapies used in inpatient settings. The researcher also noted some limitations of the study: 1) small sample size, 2) subject attrition, and 3) scheduling conflicts.

Weeks, S. Z. (1985). The effects of Sierra II, an adventure probation program, upon selected behavioral variables of adolescent juvenile delinquents Dissertation Abstracts International, 46/12A, 3607. (University Microfilms No. AAD8526895)

Population: Adolescent juvenile delinquents
Article Type: Dissertation/Empirical
Type of Course: Wilderness adventure program
Length of Course: not indicated
Purpose of Study: To analyze the effects of Sierra II, and to compare Sierra II participants to a control group which received traditional probation.
Dependent Measures: not specified
Statistical Methods: ANOVA with repeated measures
Results: This study was designed to test the impact of Sierra II on participants' self-esteem and interpersonal effectiveness. Pre, post, and 3-month follow-up tests were given. Data regarding the four variables of school behavior: number of teachers' negative remarks, grades, absences, and number of discipline remarks. Of these variables, only absences showed significant improvement over the three time periods. Participants' self-esteem and interpersonal effectiveness increased significantly for the Sierra II group.

West, F. W. (1989). An evaluation of the effects of a systematic short-term therapeutic camping program on the behavior and problem solving skills of socially and emotionally disturbed children. Dissertation Abstracts International, 50/02A, 351. (University Microfilms No. AAD890940110)

Population: Socially and Emotionally disturbed children
Article Type: Dissertation/ Empirical
Type of Course: Camping, including ropes courses and initiatives
Length of Course: 8, 2-3 night trips
Purpose of Study: To evaluate the program's effect on participants' social and problem solving skills.
Dependent Measures: Centennial School Point System, Problem Solving Meeting Questionnaire
Statistical Methods: not specified
Results: Found an increase in positive behavior during the trips, but 8 out of 10 participants returned to their original behavior immediately after some of the trips. The therapeutic camping trips involved activities designed to promote self confidence and group processes. Results of the Problem Solving Meeting Questionnaire indicated that therapeutic camping promoted group processes and problem solving skills.

Wichmann, T. F. (1990) Interpersonal problem-solving and asocial behavior in a therapeutic wilderness program (adventure programs). Dissertation Abstracts International, 52/05A. (University Microfilms No. AAD9129891)

Population: Male youth-at-risk
Article Type: Dissertation/Empirical
Type of Course: Therapeutic Wilderness Course
Length of Course: 30 days
Purpose of Study: To compare participants in the wilderness program with a control group.
Dependent Measures: Wichmann-Andrew Behavior Intervention Scale (WABIS), Means-Ends Problem-Solving Procedure
Statistical Methods: forward selection, and stepwise regression analysis
Results: Interpersonal problem solving skills accounted for 24% of the variance in asocial post-treatment behavior, and it was also the best predictor of such behavior.

Witman, J. P. (1989). Outcomes of adventure program participation by adolescents involved in psychiatric treatment. Dissertation Abstracts International, 50/01B, 121. (University Microfilms No. AAD8907355

Population: Adolescents involved in psychiatric treatment
Article Type: Dissertation/Empirical
Type of Course: Adventure program
Length of Course: not specified
Purpose of Study: To answer questions concerning the efficacy of adventure programs when used with adolescent psychiatric patients.
Dependent Measures: Interviews
Statistical Methods: not indicated
Results: Found that the majority of participants indicated that they experienced an more positive self-concept and greater interpersonal relatedness.

Witman, J. P. (1992). Outcome of Adventure Program Participation by Adolescents Involved in Psychiatric Treatment. In K. A. Henderson (Ed). Coalition for Education in the Outdoors Research Symposium Proceedings Bradford Woods, IN. pp 49-54

Population: Hospitalized adolescents
Type of Article: Empirical
Abstract: Investigated selected outcomes of adventure program participants who were asked a week after their involvement in adventure experience to indicate the extent to which they had shared information about the adventure experience with others and had applied attitudes and skills gained in the program. Results indicated adolescents share program with others and apply it to other areas of their lives.

Wright, A. N. (1982). Therapeutic potential of the Outward Bound process: An evaluation of a treatment program for juvenile delinquents. Dissertation Abstracts International, 43/03A, 923. (University Microfilms No. AAD8218950)

Population: Delinquent youth
Article Type: Dissertation/Empirical
Type of Course: Adapted Outward Bound Program
Length of Course: 26 days
Purpose of Study: To evaluate the program's effect on participants' self- esteem, self-efficacy, locus-of-control, cardiovascular fitness, and problem solving skills.
Dependent Measures: Tennessee Self-Concept Scale, Modified Internal-External Scale, Generalized Expectancy For Success Scale, Modified Harvard Step Test, Means-Ends Problem-Solving Procedure, and background information on each participant.
Statistical Methods: analysis of covariance, matched t-tests, and product- moment correlation techniques
Results: The experimental group showed significant differences from control group on self-esteem, internality, and fitness; the experimental group showed significant increases in self-esteem, self-efficacy, internality, and fitness.

Ziven, H. S. (1988). The effects of the challenge group treatment program on psychiatrically hospitalized adolescents Dissertation Abstracts International, 49/10B, 4567. (University Microfilms No. AAD8817729

Population: Conduct disordered or affective disordered psychiatric hospitalized adolescents
Article Type: Dissertation/Empirical
Type of Course: Challenge, physical, and group activities
Length of Course: not indicated
Purpose of Study: To evaluate the effectiveness of the program.
Dependent Measures: not specified
Statistical Methods: not specified
Results: The 83 participants were divided into an experimental and a control group. Both groups received occupational therapy, but only the experimental group received the Challenge Group program. The two groups were then compared on the following variables to determine the differences in the improvement of their

psychological health: 1) self-esteem, 2) locus of control, 3) interpersonal relatedness, 4) psychiatric symptoms, and 5) social adjustment. The experimental group improved more in regards to self-esteem, locus-of-control, and interpersonal relatedness than the control group.

Zwart, T. J. (1988). The effects of a wilderness/adventure program on the self-concept, locus-of-control orientation, and interpersonal behavior of delinquent adolescents. Dissertation Abstracts International, 49/07A, 1709. (University Microfilms No. AAD8816827)

Population: Delinquent adolescents
Article Type: Dissertation/Empirical
Type of Course: Therapeutic wilderness program
Length of Course: 26 days
Purpose of Study: To examine the program's effects of participants' self- concept, locus-of-control orientation, and interpersonal behavior.
Dependent Measures: not specified
Statistical Methods: not specified
Results: Participants in the wilderness therapy program did not lead to increased self-concept and locus of control, nor did they express higher needs for affection and a lower need for control. They did not display socially adaptive behaviors. The author attributes the failure of the program to have its intended effect on self-concept and locus of control variables to the participants exaggeration and inaccurate self-report on each of the measures. Behavioral observations indicated that the participants did learn more socially appropriate behaviors.